



Academic Policies and Programs/Student Life Committee Meeting

Agenda

Austin Peay State University

317 College Street

Clarksville, TN 37040

March 14, 2019

Call to Order

Roll Call/Declaration of Quorum

Action Items

- A. Approval of Doctor of Psychology (Psy.D.) – Counseling Psychology
- B. Student Trustee Selection

Information Items

- A. Student Success Report
- B. Job Placement Report

Adjourn

Agenda Item: A.

Date: March 14, 2019

Subject: Approval of Doctor of Psychology (Psy.D.) – Counseling Psychology

Action Recommended: Approval by Roll Call Vote

Background Information:

Austin Peay State University (APSU) is seeking approval to offer a Doctor of Psychology (Psy.D.) program in Counseling Psychology with a concentration in Serving Military Personnel, Veterans and Their Families.

In Fall 2017, a market analysis was conducted by Hanover Research to determine the feasibility of the proposed Psy.D. in Counseling Psychology. The Hanover report, delivered to APSU in January 2018, examined student and labor market demand trends for doctorate degrees in counseling psychology, as well as assessed the competitive landscape in the Southeast. Key findings include:

- Student demand indicators and the competitive landscape point to viability for a Psy.D./ in Counseling Psychology degree at APSU.
- Strong labor market trends suggest that graduates of APSU's program will be met with favorable employment conditions in the state and region.
- More specifically, a Military Health Service Psychology Concentration within the Psy.D. program would likely be met with strong demand.

Supporting Area Needs:

- The growing demand for psychologists is evidenced by the number of federally designated mental health shortage areas that exist within the U.S. There are currently 3,800 (which is up from 3,300 in 2009) mental health professional shortage areas in the U.S., according to the Health Resources and Services Administration (<http://www.hrsa.gov/shortage/>). APSU is located in Montgomery County, which is designated as one of these shortage areas.

- In a recent report on the annual State of Mental Health in America, Tennessee is ranked 45 among all states on access to mental health care (<http://www.mentalhealthamerica.net/issues/ranking-states>).
- The shortage of mental health professionals serving in and outside of the military who are qualified to treat the unique psychological issues confronting service members and their families has been a topic of great concern. Military conflicts and repeated deployments have taken their toll on the psychological wellness of service members and their families (<http://www.ptsd.ne.gov/publications/military-deployment-task-force-report.pdf>). An estimated 22 veterans die by suicide each day according to VA reports and between 2005 and 2011 there were 85 suicides at Fort Campbell. (https://www.sworps.tennessee.edu/PDFs/Veterans_needs_assessment.pdf). More recently, The U.S. Department of Veterans Affairs Office of Mental Health and Suicide Prevention published a data sheet, which reports that there were 146 veteran suicide deaths in Tennessee in 2015, translating to a veteran suicide rate of 30.5, which is significantly higher than the overall Tennessee rate of 20.3. The Tennessee rate of veteran suicide deaths was further reported to be higher than the national rate of 17.3, as well as slightly higher than the National Veteran Rate of 29.7 (https://www.mentalhealth.va.gov/docs/data-sheets/2015/Tennessee_2015.pdf).
- The shortage of qualified mental health professionals serving military populations has been well documented. The APA has identified the need for professional psychologists trained to work with military populations as a priority (APA, 2007; APA website: <http://www.apa.org/about/gr/issues/military/critical-need.aspx>).

Job Market:

- According to the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the employment of psychologists is expected to grow 19 percent between 2014 and 2024, which is much faster than average rate of growth compared to all occupations.

Estimated Enrollment:

The APSU Psy.D. program will admit annually no more than six students for the first two years and no more than 12 students for the subsequent seven years. Limiting enrollment for the first seven years of operation will allow time for the program to become fully accredited, to ensure adequate program resources and allow for any needed program modifications based on feedback from the accrediting body.

Distinctiveness:

The proposed program represents the second doctoral program offered by APSU. The purpose of this program is to provide advanced training to prepare practice-oriented

doctoral-level psychologists to meet local, regional, state and national needs. The Psy.D. is a practitioner-oriented degree, which is distinct from the scholarship-oriented Ph.D. There is no other practice-oriented doctoral program being offered in the state. If approved, APSU would offer the first Psy.D. degree in the state.

In keeping with the goals identified in the state Master Plan for Higher Education and the APSU Strategic Plan, APSU is committed to offering graduate programs of distinction that train professionals to meet the workforce needs of the state of Tennessee and the region surrounding the University. In offering doctoral programs, such as the proposed Psy.D., APSU recognizes the need to increase the number of professionals with advanced training, skills and credentials working within the region and the state. Additionally, APSU is proposing this program to further its commitment to serving the needs of the Fort Campbell community to which APSU belongs.

The proposed Psy.D. in Counseling Psychology program at Austin Peay State University seeks to prepare highly competent doctoral level generalist practitioners of health service psychology. APSU's training philosophy adheres to Counseling Psychology's asset-strength model and deep appreciation of the sociocultural and systemic contributors to well-being and distress across the lifespan.

Graduates will be provided with training and skills to ensure ethical and effective treatment of the full range and scope of psychological distress and disorder from life adjustment/developmental, career/vocational concerns to severe psychopathology with diverse multicultural and multi-age client populations. Strengths-based, holistic and integrated health care models of intervention will be emphasized. The program is designed in accordance with accreditation standards set forth by American Psychological Association (APA) in order to ensure that graduates will be eligible for licensure as psychologists with the Health Service Provider (HSP) designation.

Students enrolled in the proposed Psy.D. program will provide services to individuals and families as part of their clinical training at a variety of sites in Clarksville, Fort Campbell and the surrounding region. In addition, APSU is in the process of establishing a community-based training clinic that will serve as a primary clinical site for the Psy.D. program and will provide much needed services to low-income, under- and uninsured residents of Clarksville.

Student Interest:

A Fall 2016 survey of alumni and current students of the APSU M.S. in Counseling program provides evidence for student interest in the proposed Psy.D. program. Out of 51 alumni respondents, 26 (50.98 percent) indicated they would be very likely to enroll if APSU offered a Psy.D. in Counseling Psychology. Out of 21 current student respondents, 13 (61.99 percent) indicated that they would very likely enroll. The

overwhelming majority of surveyed alumni and current students also indicated that there is a need for a doctoral program in counseling psychology in the region and that a doctoral degree would increase employment opportunities.

Alignment with Institutional Mission and Strategic Plan:

The proposed Psy.D. program will support the APSU mission to develop programs and services that address regional needs and to provide collaborative opportunities that connect university expertise with private and public resources. APSU has a strong commitment to community engagement. Enhancing the community is a core value outlined in the 2015-25 APSU Strategic Plan. If approved, the Psy.D. program will support this commitment by training doctoral students and graduates who will provide health services to members of the local Clarksville and Fort Campbell community. Program faculty will serve the community by contributing their expertise to businesses, schools, health care providers and other community institutions and organizations. Faculty will be prepared to serve as expert consultants, engage in program development and evaluation, as well as conduct research on matters that directly affect the citizens of the community and region.

This proposed program supports APSU's Strategic Plan's five goals. Goal 1: Enrollment Growth, Goal 2: Student Success: Retention, Completion and Workforce Preparedness, Goal 4 Diversity and Goal 5: Communication, Branding and Strategic Planning.

Proposed Implementation Date: Fall 2020

Item Details:

The Psy.D. program will be housed in the Department of Psychological Science and Counseling within the College of Behavioral and Health Sciences. The program will be under the supervision of Dr. Nicole Knickmeyer, chair of Psychological Science and Counseling.

Program Requirements:

The proposed Counseling Psychology Psy.D. program has been developed in close alignment with the APA standards of accreditation. Students will be admitted after earning a M.S./M.A. degree in counseling or psychology or other closely related discipline. The proposed Psy.D. program will require completion of a minimum of 100 Semester Credit Hours (SCH) distributed among core courses, required for all students; concentration courses required in the Serving Military Personnel, Veterans and Their Families concentration; and elective courses.

Psy.D. students will be expected to be enrolled year-round (fall, spring and summer terms) for four years total. The first three years will entail a combination of traditional coursework and practicum hours. In Year Four, students will be expected to enroll in pre-doctoral internship, which is a full-time (2,000-hour) commitment. The year-long pre-doctoral internship is prescribed by APA accreditation standards and is also required for licensure.

Approval Status:

The program proposal received approvals from the Department Curriculum Committee, department chair, dean, the Graduate Academic Council, the University Curriculum Committee, the provost and vice president for Academic Affairs and the president.

In addition, in July 2018, APSU hosted external site reviewers and THEC staff to conduct a site visit to determine the viability of the Psy.D. proposal. The external reviewers' favorable report was received in August 2018. APSU submitted a response to the external reviewers' report and a revised New Academic Program Proposal (NAPP) in September 2018. In November 2018, APSU received notification that THEC staff recommended that the Psy.D. proposal be submitted to the APSU Board of Trustees for approval. After obtaining approval of the APSU Board of Trustees, the proposal will be submitted to THEC for approval. In addition, this program constitutes a SACSCOC Substantive Change and therefore, SACSCOC approval is also required.

Budget:

The largest expense associated with delivering this program will be faculty salaries. The THEC Financial Projections form budgets for the hiring of five full-time, tenure track faculty members who will comprise the core faculty for the Psy.D. program. Reallocated funds to support the Psy.D. program will decline to \$0 over seven years and will come from revenue from projected enrollment growth. No existing funds presently dedicated to other programs will be reallocated to support the Psy.D. program.

Agenda Item: B.

Date: March 14, 2019

Subject: 2019 Selection of Board of Trustees Student Member

Action Recommended: Approval by Voice Vote

Background Information:

Public Chapter 869 (2016) also known as the Focus on College and University Success (FOCUS) Act established that the trustees select a nonvoting student member to be appointed to serve on the Board for a term of one (1) year. The Board voted on the selection process at its Dec. 1, 2017, meeting.

Today, the Academic and Student Affairs Committee will review the materials of the finalists and vote for one (1) student whose name is being forwarded to the full board for confirmation at tomorrow's board meeting. The student trustee will serve a one-year term beginning on May 5, 2019, (the day after Commencement) and running through the 2019-20 academic year.

Proposed Implementation Date: Upon approval.

Item Details:

Applications of the finalists are attached.

Singleton, Gregory

From: no-reply@apsu.edu
Sent: Monday, October 22, 2018 10:52 PM
To: Singleton, Gregory
Subject: Student Trustee Application submission

fullname - Jaden Duane Davidson

a - [REDACTED]

mailingaddress - [REDACTED]

phone - [REDACTED]

apsuemail - [REDACTED]

gpacumulativegpafromthesemester - 3.34

numberofsemesterhourscompleted1 - 78

majorminor - Political Science

apsustartdate - August 2016

anticipatedgraduationdate - May 2020

highschoolname - Sycamore Highschool

yearofgraduation - 2015

highschoolcityandstate - Pleasant View TN

highlightsofcampusandcommunityse - Resident Assistant, Housing office, 05/18/2017 - now R.O.W. Leader, Admissions Office, 05/01/2017 - 06/15/2018 Senator, Student Government Association, 01/15/2017 - 04/15/2017 APSU Representative, Tennessee Intercollegiate State Legislature, 11/09/2016 -11/13/2016

branch - United States Marine Corps Reserves

datesserved - 10/13/2015 - now

rankatdischarge - E3 Lance Corporal

typeofdischarge - currently Reserve status

ifotherthanhonorableexplain -

areyouatennesseeresident1 - ['Yes']

doyouhaveajudicialrecordorcur1 - ['No']

ifyesexplain -

haveyoueverbeenconvictedofafe1 - ['No']

ifyesexplain1 -

asanapplicantforstudenttruste1 - ['Yes']

signature - Jaden D Davidson

date - 10/22/18



JADEN DAVIDSON



OBJECTIVE

To show that I have the skills and motivation necessary to be an excellent Trustee Board Member

EXPERIENCE

United States Marine Corps Reserves

0331 Infantryman | 10/13/2015- present

The Marine Corps infantry incorporates teamwork into almost every aspect of training and as such has offered me many chances to practice working with other individuals as a leader and as team member.

Every Marine is required to take yearly classes on the effects of drug and alcohol abuse and prevention, sexual assault prevention and response, and Domestic abuse response and prevention.

Austin Peay State University

Resident Assistant

Developed interpersonal skills, along with how to handle difficult situations

Keep track of important personal documents of residents along with confidentiality.

Govs ROW Leader (Orientation Leader)

Expectations of job: Keep a consistent outgoing attitude for the duration of work days, show Austin Peay in the best light possible, help register students for classes.

Additional: I am also currently in charge of Technology on Govs ROW days.

Campaign of John Patrick For District 78 State Representative

Recorded all of Volunteer activity

Responsible for roughly 40% of Voter Contact

EDUCATION

Austin Peay State University

Bachelor of Political Science - May, 2020

GPA: 3.65

AWARDS AND ACKNOWLEDGEMENTS

Tennessee Intercollegiate State legislation (TISL) participant

SGA Senator at Austin Peay State University

TSULC – Small Unit Leadership Course

Jaden Davidson

Board of Trustees student position applications Question One

The main reason I am interested in the Trustees Position is because of my desire for civic duty. As a board member, I would be able to share and express my ideas and concerns with the other board members. This past summer I had the opportunity to work on the campaign of a state representative candidate. While canvassing for him, I was able to see how little representation rural communities had compared to urban communities on all levels of government from local to federal. Being able to talk with these people and giving them the opportunity to let their voices be heard was life changing, and I would love to re-experience this feeling.

For as long as I have been a student at Austin Peay, I have made an effort to be involved. I think that the board of Trustees is the best way to be involved due to the high amount of responsibility and impact the student members have on their community within the campus. Another reason I want to apply is because I feel as if Austin Peay is giving me a great education, and I believe being on the board will be a good opportunity to show my appreciation for the university.

This position would also give me the chance to work with professionals that are far more experienced than I am. I noticed on the Board of Trustees page on Austin Peay's website that many of the members hold high positions in their companies and have admirable levels of educational degrees that show professionalism and hard work. I would like to work alongside these people that I admire. Currently, I mainly only work with fellow students, who all perform well. However, I want the opportunity to work with highly successful individuals who care for and understand the wellbeing of the university and wish to help it in its progression.

Jaden Davidson

2. How has your college/university experience prepared you for this type of position?

I believe that my university experience has prepared me for a position like this because of how well I can relate to different types of students on campus, my research skills, and my previous and current involvement.

My involvement on campus has given me many social identities. I can connect with military students because I am part of the Marine Corps. I have a place in Greek life because I am in a fraternity. As a resident assistant in the honors hall, I have a responsibility over some very diverse residents; I also have connections with student workers on campus.

As a Political Science major, I have developed decent literary research skills due to my curriculum. I wish to continue improving this skill, and I believe the university will give me many chances to do so. If I continue down this path, improving at the rate I am, I hope I could apply these skills to jobs I receive in the future – this includes the trustee position.

My current involvement includes my position as a Resident Assistant; this deserves recognition because of the positive and helpful impact I have on my residents. I was on the Student Organization Council Financial committee which allowed me to work on and build the budget for several organizations' programs and events on campus. I served on The Student Government Association as a Senator for the College of Behavior and Health Sciences. I was the President of Hall Council for Blount Hall. This past summer I had the privilege to work in the admissions office as a Govs ROW Leader. These experiences have shaped my work ethic, and I hope they will assist me even more as a member of the Board of Trustees.

Singleton, Gregory

From: no-reply@apsu.edu
Sent: Wednesday, October 31, 2018 12:22 AM
To: Singleton, Gregory
Subject: Student Trustee Application submission

fullname - Stacy McAllister-Brooks

a - [REDACTED]

mailingaddress - [REDACTED]

phone - [REDACTED]

apsuemail - [REDACTED]

gpacumulativegpafromthesemester - 3.9

numberofsemesterhourscompleted1 - 86

majorminor - Chemistry Major

apsustartdate - August 2016

anticipatedgraduationdate - May 2020

highschoolname - Rossview High School

yearofgraduation - May 2016

highschoolcityandstate - Clarksville, Tennessee

highlightsofcampusandcommunityse - 1) I have worked as Chemistry Department teacher's assistant from Fall 2017 to present

2) I have been an active member of the Pre-Professional Health Society from Fall 2016 to present

3) I am an ambassador of the Pre-Professional Health Society from Fall 2018 to present

4) I am a member if the Keys Advisory Student Council from Fall 2017 to present

5) Presented this past summer (summer 18) at all the Govs Row events, representing the learning opportunities center, speaking on the importance of studying abroad and service learning

6) I was a student representative on the Student Involvement Panel on multiple occasions for various AP Days during the Fall of 2017

7) I am currently a sitting student representative of the Student Academic Grievance Committee for the 2018-19 school year

branch -

datesserved -

rankatdischarge -

typeofdischarge -

ifotherthanhonorableexplain -

areyouatennesseeresident1 - ['Yes']

doyouhaveajudicialrecordorcur1 - ['No']

ifyesexplain -

haveyoueverbeenconvictedofafe1 - ['No']

ifyesexplain1 -

asanapplicantforstudenttruste1 - ['Yes']

signature - Stacy McAllister-Brooks

date - 10/31/2018

STACY MCALLISTER-BROOKS

Summary

Diligent student worker bolstered with solid critical thinking skills, the ability to learn concepts quickly, as well as a strong work ethic.

Skills

- Works very well in collaborative efforts
 - Proficient at constructing action plans for various events
 - Meticulous attention to detail
 - Self- motivated
 - Able to communicate in an eloquent and professional manner
 - Comfortable and confident in a public setting containing a diverse group of individuals
-

Experience

Student Assistant/ Teacher's Assistant in Chemistry Department

08/2016 – cont.

Austin Peay State University

Clarksville, TN

I collaborate with a team of other various student workers as well as faculty in the development of multiple department projects, conducting chemical inventory, hosting the bi-annual student research showcase, and formulating lesson plans for labs.

Academic Background

Chemistry

08/2016 – cont.

Austin Peay State University

Clarksville, TN, U.S.

Completing a major in Chemistry to pursue a medical career

Completing a minor in Spanish

Concentration in biochemistry

Activities and Honors

- Recognized for Summa Cum Laude by the Department of Chemistry for the 2016-2017 academic year
- Dean's List (received every semester of college career)
- I have worked as Chemistry Department teacher's assistant from Fall 2017 to present
- I have been an active member of the Pre-Professional Health Society from Fall 2016 to present
- Presented this past summer (summer 18) at all the Gobs row events, representing the learning opportunities center, speaking on the importance of studying abroad and service learning
- Won a 1st place award for a group presentation given at the 2017 Tennessee Experiential Learning Symposium
- Was a student representative on the Student Involvement Panel on multiple occasions for various AP Days during the fall of 2017
- Selected to be the sitting student representative of the Student Academic Grievance Committee for the 2018-19 school year

Stacy McAllister-Brooks
Student Trustee Application
Questions and Responses

Question 1. Why are you interested in applying for the Student Trustee position?

As a college student, the decision as to where to invest your time outside of class is pivotal. Many students join clubs and align themselves with social organizations and societies that have become exposed to them via their major/area of study. I personally think this is a helpful tool to gain experience and to start spinning the fledgling strings of networking that will continue to grow throughout our college experience and into the workforce. However, there comes a point in every college student's life when he or she must make the transition from focusing on being part of clubs and events on campus that enrich his life to finding a balance in incorporating moments that can enrich the lives of others. Being selected to serve as a student member of the University's Board of Trustees is one of those moments. Similarly, I have been endeavoring to purposely implement these moments in other areas of my college life, but I heartily believe that I can be a beneficial asset to this board.

As the vision statement of Austin Peay relays, I am determined to help create a collaborative and integrative learning community, while being instilled with habits of critical inquiry as I gain knowledge, skills, and values for life and work in a global society. With all these elements at my disposal in conjunction with the strategic plan of 2015-2025 I can stand sure that I will be capable of progressing the quality, community, globalization and innovation of our campus, and assist other students to do so as well for as long as I attended Austin Peay State University.

Question 2. How has your college/university experience prepared you for this type of position?

Becoming an Austin Peay student is one of the most fortuitous decisions that I have made in my life. The opportunities that Austin Peay has provided for its students are innumerable, and I have had the pleasure of participating in many that have prepared me to sit on the Board of Trustees as a student representative.

One of the most important experiences that has prepared for me for the position on the board is my time spent as student worker, now teacher's assistant, in the chemistry department here at Austin Peay. In this position I have strengthened my skills in critical thinking and workplace communication, when assigned various tasks, from assisting the conduction of various chemical labs, to sitting down with faculty to formulate improvements to lab procedures that successfully connect concepts taught in the classroom to the physical realm of science experienced in the laboratory. Working within this position has allowed me to use my strengths as an adept communicator as we transition from lecture to lab every week and need to explain the usage and mechanics of lab equipment and chemical mechanisms to students who may have never seen these items or concepts before. My time spent grading students' work has only shown others around me, as well as myself, that I have strong ethics for punctuality and confidentiality, both inside and outside the classroom. Being a student worker/teacher's assistant is one of my most enjoyable roles I play, and it not only allows me to be able to assist students that have the same future goals as myself, but it also allows me to participate in community outreach. In the summer of 2017, a few other student workers and myself, assisted the head of the Chemistry Department, Dr. Sullivan, in providing liquid nitrogen ice-cream at the Austin Peay eclipse viewing. It's experiences like these, that are able to combine both my love for science and my interest in outreach in my community that solidify my resolve to participate in boards such as this.

Furthermore, my time spent in various clubs such as the Pre-Professional Health Society, the Chemistry Club and the Keys Student Advisory Council has allowed me to engage with other students and hear their needs and aspirations that are quite like my own. The Keys Student Advisory Council, in particular, has allowed me to become even more involved with outreach to the student body discussing all the amazing opportunities Austin Peay has to offer, in the form of participating on panels about student life and engagement on AP Day, giving presentations to the ANTS program about the importance of participating in high impact practices, and being able to speak this past summer during Gov's Row to incoming freshman and their parents about the importance of incorporating High Impact Practices into their college curriculum.

My time on Austin Peay's campus has been a fulfilling and edifying experience thus far, and I am certain that it has prepared me for a role as a contributing member of the Board of Trustees and anywhere else that my time here will lend to.



Learning Opportunities Center

October 23, 2018

APSU Board of Trustees
601 College Street
Clarksville, TN 37040

Dear Screening Committee,

I am writing to recommend Stacy McAllister-Brooks for the role of Student Trustee. I have had the pleasure of working with Ms. McAllister-Brooks for two years in various capacities and believe that she has the knowledge, experience and maturity to serve in this role.

Ms. McAllister-Brooks first began working with my office through the Keys Student Advisory Council, a group of student leaders who help to educate and engage the campus community about high-impact practices. She quickly emerged as a leader of leaders, suggesting new and innovative ways to engage students and never failing to follow through. I was so impressed with both her commitment and her grace under pressure that I asked her to join me over the summer of 2018 at my Govs R.O.W. sessions to provide a student perspective of service learning and study abroad courses. She spoke to both students and parents about her own experiences at APSU, highlighting her study abroad trip to Spain and her service learning Beekeeping class, while also talking about the various ways to get involved on campus and make the most out of the college experience. Over the course of the summer, she spoke to over 1,500 students and parents through Govs R.O.W. She was engaging yet professional and was always on time and fully committed to the presentation.

With her thoughtfulness, intelligence and poise, Ms. McAllister-Brooks would excel in the role of Student Trustee. She is not afraid to share her perspective on matters, but always does so in a professional and respectful manner. Anytime I need a student to represent my office in an official capacity, she is the first person that comes to mind. I believe that she would represent the student body of Austin Peay State University well and would provide an informed and diverse perspective for the Board of Trustees.

Respectfully,

A handwritten signature in black ink that reads 'Allie Michael'.

Allie Michael
Learning Opportunities Coordinator
michaela@apsu.edu



Singleton, Gregory

From: no-reply@apsu.edu
Sent: Wednesday, October 3, 2018 7:29 PM
To: Singleton, Gregory
Subject: Student Trustee Application submission

fullname - Joseph Spear

a - [REDACTED]

mailingaddress - [REDACTED]

phone - [REDACTED]

apsuemail - [REDACTED]

gpacumulativegpafromthesemesterm - 4.0

numberofsemesterhourscompleted1 - 87

majorminor - Engineering Physics / Mathematics (Double Major)

apsustartdate - August 2016

anticipatedgraduationdate - May 2021

highschoolname - Northwest HS

yearofgraduation - 2016

highschoolcityandstate - Clarksville, TN

highlightsofcampusandcommunityse - Member: Kappa Alpha Order - Fall 2016-Present.

Member: Del Square Psi Physics Club - Fall 2016-Present

Member: Galios Mathematics Club - Fall 2016-Present

Philanthropy Chairman: Kappa Alpha Order - Fall/Spring 2017

Freshman Senator: Student Government Association - Fall 2016-Spring 2017

Peer Leader: Peer Leader Program - Fall 2017

Member: President's Emerging Leader Program - Fall 2017-Present

Honors Student: Honors Program - Fall 2017-Present

SLA Leader: Academic Support Center - Summer 2017-Present

Cadet: Reserve Officers' Training Corps (ROTC) - Fall 2018-Present

Tribunal Justice: Student Government Association - Fall 2018-Present

branch -

datesserved -

rankatdischarge -

typeofdischarge -

ifotherthanhonorableexplain -

areyouatennesseeresident1 - ['Yes']

doyouhaveajudicialrecordorcur1 - ['No']

ifyesexplain -

haveyoueverbeenconvictedofafe1 - ['No']

ifyesexplain1 -

asanapplicantforstudenttruste1 - ['Yes']

signature - Joseph Spear

date - 10/3/18

Joseph Spear

Objective: To be accepted as the Student Trustee for the APSU Board of Trustees.

EDUCATION

August 2016- **Austin Peay State University, 601 College Street, Clarksville, TN 37044**
May 2010

- Bachelors of Science in Engineering; Bachelors of Science
- Major 1: Engineering Physics; Major 2: Mathematics
- GPA: 4.0

AWARDS/HONORS

- | | |
|--|--|
| • Dean's List | • Folds of Honor Scholarship |
| • Honors Program | • Mickey Fisher Memorial Scholarship |
| • TN Lottery Hope Scholarship | • Larry and Felicia Gates in Physics Scholarship |
| • Sigma Pi Sigma Physics Honor Recipient | • Pi Mu Epsilon Mathematics Honor Recipient |

WORK EXPERIENCE

June 2017 – **SLA Leader, Austin Peay State University Academic Support Center –**
Present **Clarksville, TN**

- Specifically assist students in mathematics and sciences.
- Assist students with comprehension of materials by helping to resolve any confusion produced from the lecture.
- Maintain class attendance through Tutor Track and convey updated information on class standing and attendance with supervisor.

- Assist the instructor with any issues related to classroom management or discontinuities with the materials.

August 2017
– December
2017

Peer Leader, *Austin Peay State University Center for Teaching and Learning – Clarksville, TN*

- Assist instructor with APSU-1000 classes and help students prepare for college and any challenges they may face.
- Provide face to face assistance to individual students who may feel more comfortable communicating with a peer, rather than the instructor.
- Guide students in the learning of proper techniques that will help students perform with optimal efficiency while studying/researching.

September
2016 –
December
2016

High School Tutor, *Clarksville Montgomery County School System – Clarksville, TN*

- Specifically assisted students in mathematics and sciences.
- Assisted students in completing assignments and difficult questions
- Provided a foundation of support for students to commit to enriching their lives through hard work
- Maintained a disciplined and orderly environment in which the students could excel

June 2016 –
August 2016

Lifeguard Manager, *Clarksville Parks and Recreation – Clarksville, TN*

- Ensured a safe environment for local patrons by monitoring pools and facility for dangers and safety concerns
- Made sure lifeguards were well hydrated, in good physical shape, and alert at all times
- Reported any incidents and/or complaints to upper management for inspection

February
2015 –
August 2016

Lifeguard, *Clarksville Parks and Recreation – Clarksville, TN*

- Ensured the safety of the patrons in and around the facility
- Cleaned the facility and made sure any health hazards were carefully removed/cleaned.

- Maintain physical strength and knowledge of lifeguarding skills in order to be prepared for any possible situation.

LEADERSHIP

Kappa Alpha Order

- | | |
|----------------------------------|------------------------------|
| August 2017-
November 2017 | • Brotherhood Co-Chairman |
| November 2016-
November 2017 | • Philanthropy Chairman |
| September 2016-
November 2016 | • New Member Class President |

Austin Peay State University

- | | |
|--------------------------------|---|
| October 2018 -
Present | • President of Delta F Engineering Club |
| August 2018 –
Present | • Tribunal Justice of Student Government Association (SGA) |
| August 2018 -
Present | • ROTC |
| August 2017 -
Present | • President's Emerging Leaders Program (PELP) |
| August 2017 –
December 2017 | • PELP Hurricane Relief Committee |
| September 2016-
May 2017 | • Freshman Senator of SGA |
| January 2017-
May 2017 | • SGA Representative on the Student Organizations Committee (SOC) |

Student Trustee Questions

1. Why are you interested in applying for the Student Trustee position?

Being a leader on Austin Peay's campus can be exhibited through many different avenues. Being the president of an organization, leading students on a study abroad trip, or taking initiative to become a member of the Student Government Association are all great examples of leading. All of these positions are very obvious leadership opportunities that test a person's leadership abilities and let them learn from their experiences. However, what may often be overlooked as leadership is the behind the scenes management of an organization. The Austin Peay State University board of trustees is one of these behind the scenes management systems, one of which that makes vital decisions on the operation and maintenance of Austin Peay. Being able to sit on this board as a Student Trustee does not just provide the ability to influence the operation of our school, but the opportunity to provide a down-to-earth perspective to very influential people, people who will not see the consequences of their decisions through the eyes of us, the students. Being a student at Austin Peay for over two years now, I have been in contact with various people of diverse backgrounds who are members of diverse organizations. The Student Trustee position will allow me to share my experiences and show how I think the Board's decisions would affect the University and its students.

Another reason why I would like to be the Student Trustee is so I may have the opportunity to grow as a leader and learn how in-depth and consequential decisions are concluded. Being in the presence of so many influential members of society will inevitably show me new ways of thinking and show me what it takes to be the most successful person that I can be. Each person, no matter how old or experienced, can always learn something and grow as a person, but growth comes through experience.

Those on the board of trustees will inevitably have great experience and advice for my own personal growth as a student leader on Austin Peay's campus.

I want to be the Student Trustee because I want to be able to have a say on what my University's policies will be. My fellow Austin Peay students and I deserve the best policies that will enhance our learning experience and provide us with the most enjoyable collegiate experience we could have, and I want to have a say how those who are making these policies see our student body.

2. How has your college/university experience prepared you for this type of position?

I have attended Austin Peay State University for over two years, and within in that time, I have become acquainted with numerous people of all backgrounds. I plan to receive my B.S.E. in Engineering Physics and my B.S. in Mathematics. I am a member of the Kappa Alpha Order, serving as the Iota class president and Philanthropy chairman for the year of 2017. I am the President of Delta F Engineering Club as well as a member of the Honors Program, Sigma Pi Sigma Physics Honors Society, Pi Mu Epsilon Mathematics Honors Society, the President's Emerging Leaders Program, Del Square Psi Physics Club, Galios Math Club, and the ROTC Governors Guard. Moreover, I have worked as a Structured Learning Assistance (SLA) Leader with the Academic Support Center and a Peer Leader with the Center for Teaching and Learning. I have also previously served as a Student Government Association (SGA) Freshman Senator, and I currently serve as one of the SGA Tribunal Justices. I have been involved in various projects with these organizations, such as the Hurricane Relief committee hosted by the President's Emerging Leader's Program, the Bowl-a-thon and Womanless Pageant with Kappa Alpha Order, and the assistance in multiple training sessions with the Academic Support Center.

Being involved in multiple organizations, spanning from academics to Greek life, I believe that I have substantial experience with the students of Austin Peay State University, and I believe that through my interactions with these students, I have gained a great appreciation for the diverse group of students Austin Peay houses. I understand the student life at Austin Peay and will be able to give a good perspective as to how the board of trustee's decisions will affect us students. With the future expansion and increase of

population, it will become increasingly important to give an ever-evolving student perspective of student life on campus, a perspective I plan to broaden as much as possible over time. Currently, I am the founding president of a new organization, the Delta F Engineering Club, and I hope to use this position and opportunity to reach out to incoming students to help them succeed in the fields of STEM we provide. With this, I will gain great insight into the thoughts of incoming freshman of all kinds interested in the Engineering profession, and I hope to use this information to formulate my opinions on the decisions that will be made by the APSU Board of Trustees.



Academic Support Center

October 30, 2018

Re: Joseph Spear

It is my privilege to write a letter of recommendation for Joseph Spear. Mr. Spear has been an employee in our department for four semesters, and I have had the privilege to work with him during this time. Mr. Spear is an excellent employee. He is professional and dedicated to his job, and to the students, and requested by the professors.

Mr. Spear has demonstrated excellent communication skills with disseminating information to his students, with me, and with the professors, he has worked with. He is active on campus in Greek life, SGA, and ROTC and maintains a 4.0 GPA.

I recommend Joseph Spear, without reservation, for the Student Trustee position. I am confident that you will be pleased with his work ethic and dedication to this responsibility. I know by adding Mr. Spear to our Board of Trustees as the student representative, the University and student population will be well served!

If you need any further information, please do not hesitate to contact me.

A handwritten signature in black ink that reads 'Lois Jones'.

Lois Jones

SLA Coordinator

Austin Peay State University

Academic Support

P.O. Box 4396

Clarksville, TN 37044

ljones1@apsu.edu



Information Item: A.

Date: March 14, 2019

Subject: Student Success Report

Action Recommended: Information Only

Background Information:

Austin Peay State University's vision is to "create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills and values for life and work in a global society." This vision guides actions and decisions as the University cultivates the environment for students. The impact of this vision on the APSU community is substantial. The work of faculty and staff is organized to foster student, university and community success.

Not only has this work focused on improving student success, one of the five goals in the Strategic Plan is "Student Success." This serves as evidence that faculty and staff understand the gravity of focusing resources in this area.

Item Details:

The University's Student Success Agenda is composed of seven pillars, or areas of focus, under which multiple actions, programs and initiatives are offered:

- Welcoming & Engaging Students
- Purpose First
- Guided Pathways to Success
- Communication
- Curriculum Development & Improvement
- Technology
- Initiatives for Special Populations

APSU Student Success Briefing

Austin Peay State University's vision is to "create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills and values for life and work in a global society." This vision guides actions and decisions as the University nurtures the environment for students. The impact of this vision on the APSU community is substantial. The work of faculty and staff is organized to foster student, university and community success.

"Student Success" is receiving significant attention in the higher education community. Powerful external stakeholders, such as policymakers and philanthropic foundations, began looking to higher education to improve the condition of communities by increasing the number of graduates who earn postsecondary credentials of value. APSU faculty and staff take seriously their obligation to serve the University's students.

APSU is an institution that can transform the lives of students and their families. The University offers the opportunity to first-time students when other institutions may not and APSU offers second-chance opportunities for reconnecting and transfer students. Many APSU students arrive with demographics that immediately place them "at-risk" (i.e., low socio-economic, minority, first-generation, etc.). [See Appendix 1 for APSU's student demographics]

In the past 10 years, Austin Peay State University has intentionally engaged in scaling student success initiatives that show promise as pilots or are recognized nationally as best practices to enhance student success. APSU faculty and staff are early adopters and lead the nation in some practices, such as co-requisite remediation and using data to inform major choice. However, there are areas of student success at APSU that need attention and resources. Through several self-study activities, as well as external review and consultation (i.e., Gardner Foundation of Excellence, Noel-Levitz, etc.), faculty and staff have identified some areas that need attention along with suggested plans to improve.

Not only has this work focused on improving student success, one of the five goals in the Strategic Plan is "Student Success." This serves as evidence that faculty and staff understand the gravity of focusing resources in this area.

The University's Student Success Agenda is composed of seven pillars, or areas of focus, under which multiple actions, programs and initiatives are offered: Welcoming & Engaging Students; Purpose First; Guided Pathways to Success; Communication; Curriculum Development & Improvement; Technology; and Initiatives for Special Populations.

1. Welcoming and Engaging APSU Students

The process of welcoming and engaging students begins long before the first-time students arrive on campus. Intentional events include AP Day, Gobs Registration, Orientation and Welcome (R.O.W.), APEX Weekend, Convocation and Welcome Week. These events are collaboratively delivered by Academic Affairs and Student Affairs.

- AP Day is held on several Saturdays during the year. These days have become very popular. Participation from AY 2014-15 to AY 2017-18 increased more than 48 percent, from 738 to 1,097.
- It is significant to note that the summer Govs R.O.W. is a daylong mandatory event for first-time students. The University community believes it is important for every incoming student to participate in orientation and register for classes. Each Govs R.O.W. event has a capacity of approximately 225 students. Parents are invited to participate during the Govs R.O.W., and faculty and staff believe parents are vitally important to the success of students.
- Acclimating to a university environment for many students presents academic, social, wellness and other challenges. To support students through these challenges, all incoming first-time students enroll in a mandatory student success course, APSU 1000. The course is led by a faculty member and a peer leader. The course is designed to address critical challenges and important first-semester milestones freshmen typically encounter.

2. Purpose First

Many students think about getting to college but might not put much thought into the reason they wish to attend college. APSU is a Purpose First demonstration campus. This simply means that faculty and staff intentionally provide information about majors and careers to APSU students early in their educational journey, as well as embed career exploration activities as required components of courses.

- Academic Affairs & External Affairs partnered to build an Academic Program Finder tool as part of the publicly available APSU website. As a Purpose First initiative, the objective was to provide students with an easy to navigate service to inform students about a major, sample four-year plan, high-impact practices in which to engage associated with that major and typical careers associated with that major.
- Academic Affairs & Student Affairs partner to host Career Fairs and other career-focused events on campus.
- Pathway Planner, a career exploration and assessment tool, is embedded in APSU 1000 as an assignment for conditionally admitted students.

3. Guided Pathways to Success (GPS)

Semester course selection should be intentional. To ensure students can easily see the path from day one to graduation, many GPS initiatives have been developed and implemented. Students are expected to make choices regarding their intended majors. It is the University's responsibility to develop and manage the process by which students complete the required coursework at the right time for their chosen field of study.

- There are hundreds of major concentrations from which students can choose. That, in itself, can cause *choice paralysis*. To nudge students along the path of timely choice, they can choose an Academic Focus during their first year. An Academic Focus is a broad area of study that encompasses many majors with common first-year coursework. The Academic Focus areas are Arts, Humanities, Business, Social Sciences, STEM and Education. Students in these focus areas have a special university success course and academic advising experience with a focus on major exploration that results in major selection at the end of the first year.
- Currently, academic advising is primarily conducted by faculty and is required for students to engage in advising sessions for each term of enrollment. APSU faculty and staff value the high-touch nature of academic advising and know that students are better informed with rich conversation when academic advising is regularly embedded into the educational journey of APSU students.
- Each major concentration has a four-year sample plan that is developed and published by department chairs in the APSU Bulletin. Each sample plan is linked to the Academic Program Finder. The plans are formatted on a standardized template and updated annually. Students don't need to guess on the correct courses to complete their degree in a timely manner.
- Gone are the days of scanning thousands of courses looking for classes with open seats. Through a technology partnership with College Scheduler, the manner in which APSU students build a semester schedule has been transformed. Academic advisers and/or students use AP Schedule Planner (powered by College Scheduler) to select the courses needed and indicate the times of day the student is not available to enroll in classes. Then, every possible combination of classes is instantly generated.
- A degree evaluation system is a technology system that connects a student's declared major to that student's transcribed coursework and returns an organized view of the remaining courses needed for graduation. The University has recently upgraded the University's degree evaluation system to a robust technology tool called Degree Works. This system seamlessly integrates with the existing student information system. The next feature to roll out with Degree Works is the integration with AP Schedule Planner. This integration will individually customize the registration process so that only the courses that apply toward the student's degree plan are available for registration (however, the student can choose to opt out and see all courses offered at the University).

4. Communication

Communicating in today's world is challenging and changing from day to day. While the

University's official means of communication with students is through email, faculty and staff know that students receive hundreds of emails per day, which dilutes the communication effectiveness of email. Additionally, with the increase in the number of first-generation students, the importance of communicating and educating family members on the processes and value of obtaining a collegiate education is necessary. While email remains the official means of communication, faculty and staff attempt to communicate important messages in ways that will get the attention of students and in ways that are of value to family members.

- The University recently adopted a new web platform that is mobile device friendly and converted all the university pages to this system. The University is now working on improving the content and design of the pages.
- APSU has limited use of text messaging systems for campaigning purposes related to enrollment management.
- APSU's internally developed OneStop advising page is customized for each student and contains an advising notes section in which faculty and staff can leave notes and reminders for students regarding their course enrollment for an upcoming term.
- Departments, student organizations, divisions and departments make use of social media to share information. Through External Affairs, the University developed an established process for opening and managing social media accounts.
- For the past 18 months, APSU has customized the experience of families and parents through a partnership with Campus ESP. Campus ESP is a sophisticated communication tool that uses Artificial Intelligence (AI) to identify previously developed messages that can be curated to form a customized information portal for parents and families. In addition, it provides an electronic approval system for sharing some student information protected by FERPA (i.e., balance owed).

5. Curriculum Development & Experiential Learning

Program development, curriculum improvement and experiential learning experiences are at the heart of student success. APSU faculty and staff know that engaged and relevant learning, both in and out of the classroom, should be central to the student experience.

- Academic Support Center (ASC) is the APSU team dedicated to supporting all students' academic preparedness for success. To this end, the ASC helps more than 3,000 students each year by supporting individual tutoring, group workshops and student-assisted-learning success. [See Appendix 2 for ASC Data]

- Peer Tutoring – Exceptional students are hired to be peer tutors by the Academic Support Center. Any student can contact the Academic Support Center and meet with a peer tutor free of charge and on a day/time that works for them.
- Mathematics Alignment with Program Curriculum – Because faculty recognize the beauty and diversity of mathematics, general education core mathematics options are aligned with a student’s intended degree program. APSU is not a “college algebra” for all campus. Broadly speaking, students’ core mathematics options aligned with majors are calculus-track, statistics, Mathematical Thought & Practice and Structures of Mathematics Systems (elementary education).
- Co-requisite Remediation – APSU is a national leader for the co-requisite model of improving student success in coursework that has historically been the most challenging for students across the country. Also supported by the Academic Support Center, students in specific courses, such as MATH 1530 Statistics, participate in special workshops to improve their knowledge acquisition and better prepare them for academic success in the classroom. Revitalization for Academic Success Initiative (RASI) funds are internal micro-grants to help faculty redesign and reimagine historically academically challenging courses. More than 20 courses have been redesigned to improve student success since the program was developed.
- The RASI project supported faculty collaborating to improve courses that were academically challenging. During the life of the RASI project, 67 faculty from 15 departments, representing four academic colleges, redesigned over 40 courses. Thirty-two of those RASI courses were typical first-year courses, and 22 RASI courses resulted in improved ABC rates (68.75 percent). The overall improvement was an increase of 5.9 percent in grades of ABC in the 22 successful RASI courses (by college, improvement rate COAL = 3.3 percent, COBHS = 7.5 percent and COSTEM = 7.7 percent)
- High-Impact Practices (HIP) include service learning, learning communities, undergraduate research, internships, study abroad, capstone courses and other experiences (as noted by the Association of American Colleges & Universities and by George Kuh, Center for Postsecondary Research, Indiana University). It is in these learning experiences that students connect their classroom academic work to the outside world. The University’s Quality Enhancement Plan (QEP) associated with SACSCOC accreditation focuses on increasing student participation in and enhancing two of these HIPs, Study Abroad & Service Learning, at APSU.

6. Technology

As is true with organizations outside higher education, technology is a cornerstone to operations. It enables us to streamline and support the student experience, forecast

student behavior and rapidly respond to conditions that threaten success. APSU engages technology partners and internally develops systems to support student success.

- APSU partners with VisualZen, which is an orientation onboarding tool that is integrated into the student information system, Banner, that allows incoming students to schedule and reschedule their summer orientation, called Govs R.O.W. The tool allows the University to pre-emptively share information with students and to pre-emptively share welcome messages and major selection information.
- The University partners with College Scheduler, which is the course registration tool, AP Schedule Planner, that powers the student course selection process. Students and advisers can electronically identify the list of courses in which a student needs to enroll and enter schedule restrictions (i.e., work schedule, child care and athletic practice). In real time, the tool returns all possible combinations of schedules possible under the parameters given with one-click registration for that schedule.
- APSU recently launched a new degree evaluation tool that clearly identifies the coursework students have completed, how that coursework applies to the program of study in which a student is enrolled and what coursework is remaining in the degree program. It contains a “what-if” feature that allows students and advisers to run different degree program scenarios. In the next upgrade of this system, Degree Works and AP Schedule Planner will be integrated so there is an option (with opt-out capability) to only pull the courses for schedule building that Degree Works indicates are required in the student’s program of study.
- The above tools described are technology partner integrated tools. APSU has also engaged in creating locally developed tools. One integrated example is the Course Substitution Tool. This tool is seamlessly integrated into the faculty adviser OneStop system. It was designed as an integrated electronic workflow to replace what once was a lengthy paper approval process.
- The University’s most publicized locally developed tools, Degree Compass & My Future, are predictive analytic tools that provide back-end data the success staff can leverage in customizing outreach to students (i.e., students predicated to earn a low grade in a course in which they are enrolled receive direct marketing and outreach from the Academic Support Center). The Degree Compass and My Future systems are embedded in APSU’s OneStop and empower faculty and students alike to choose courses with statistical reliability for best academic outcomes while being sensitive to the centrality of the course to the students’ indicated degree program. Its predictive ability continues to remain within half a GPA point of accuracy in course grade predictions after a student has completed

one semester of coursework at the University. My Future is a spin-off of Degree Compass that uses Degree Compass' statistical modeling to indicate the top six degree programs of most likely success as indicated by the likelihood of graduation. These tools were developed with internal talent, funded by a Gates Foundation Grant and subsequently acquired by D2L.

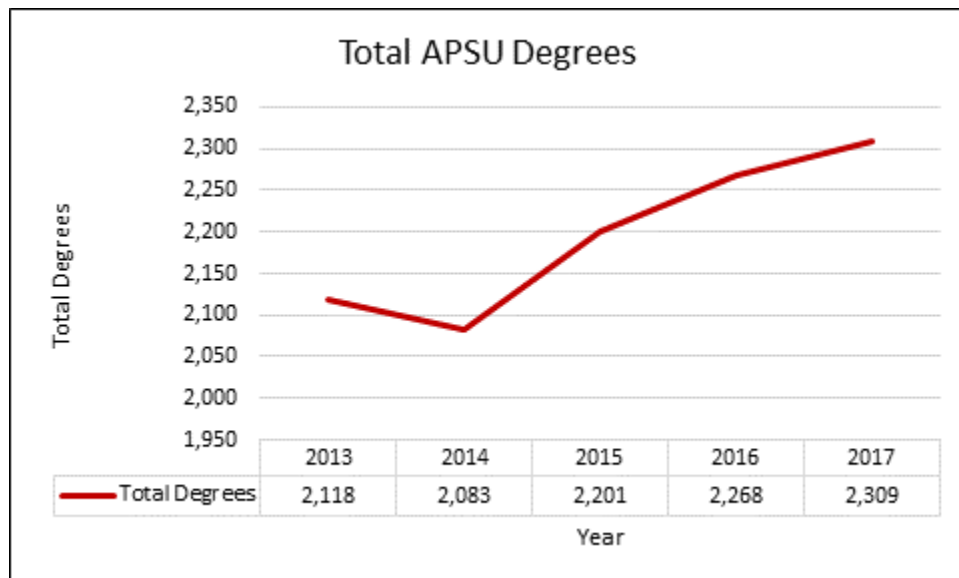
- Trajectory Analysis Data is a predictive information tool (not integrated with the Student Information System), that indicates a student's likelihood of success in a particular major and identifies majors in which increased the likelihood of success exists. This tool was used by advising professionals engaged in redirect advising. The trajectory analysis data was internally developed through a grant that subsequently was relocated to TBR. That data is no longer available for use at APSU.
- In keeping with APSU's predictive analytics history of innovation and advancement, Provost Rex Gandy is currently directing the development of a student success predictor (SSP) system that statistically models student retention and student success interventions for the purpose of identifying which initiatives have the greatest impact.

7. Special Initiatives for At-Risk Student Populations: APSU supports initiatives, centers and support activities for the purpose of improving student success for focused populations.

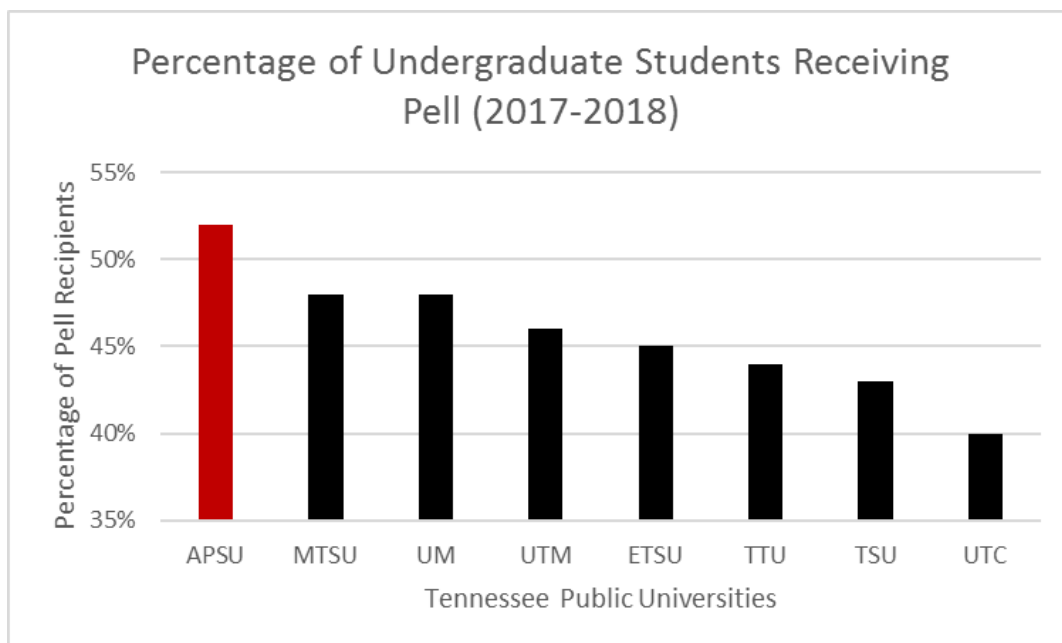
- The African-American male population is nationally recognized as a risk demographic for post-secondary credential attainment. Therefore, APSU supports an African-American mentoring program geared for males. The 2018 fall cohort of males earned a significantly higher average GPA (2.73 GPA) compared to non-participants (2.37 GPA) indicating a successful program. Also, the number of participating African-American males who earned a 3.5 or greater GPA was almost three times the number compared to non-participants.
- Examples of other specific populations of students served in a manner appropriate for that population are military students (Military Student Center), high-achieving students (PELP and Honors Program), non-traditional students (Adult, Non-Traditional, & Transfer Center), African American students (Wilbur N. Daniel African American Cultural Center) and Hispanic students (the Hispanic Cultural Center).

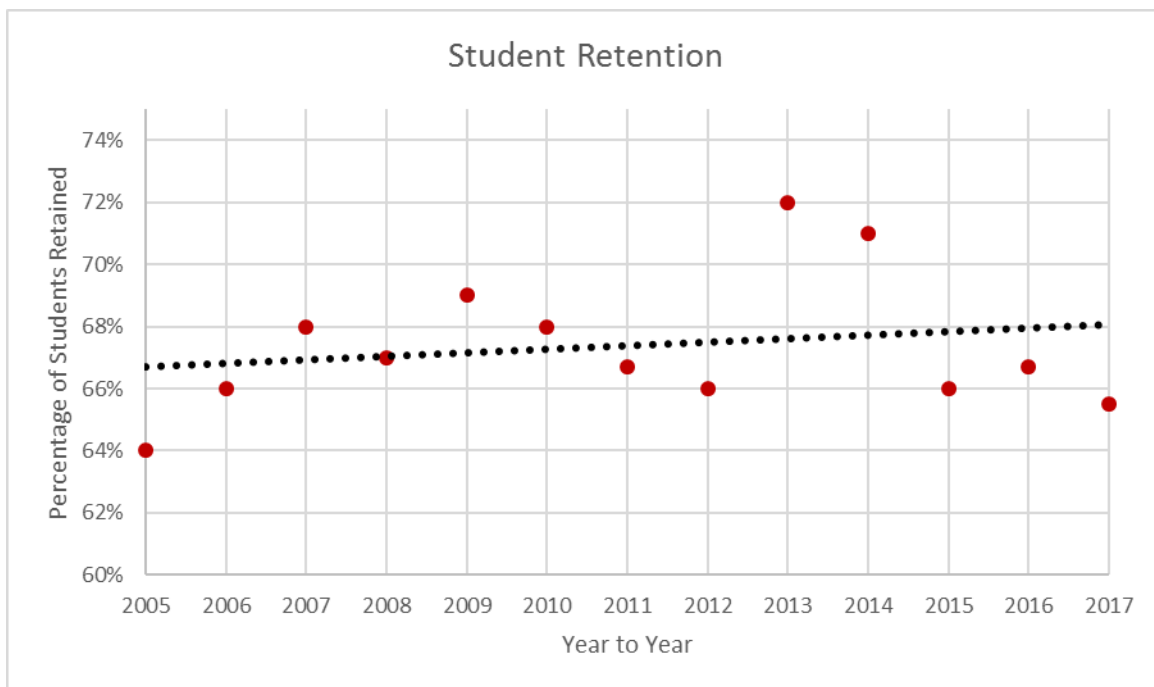
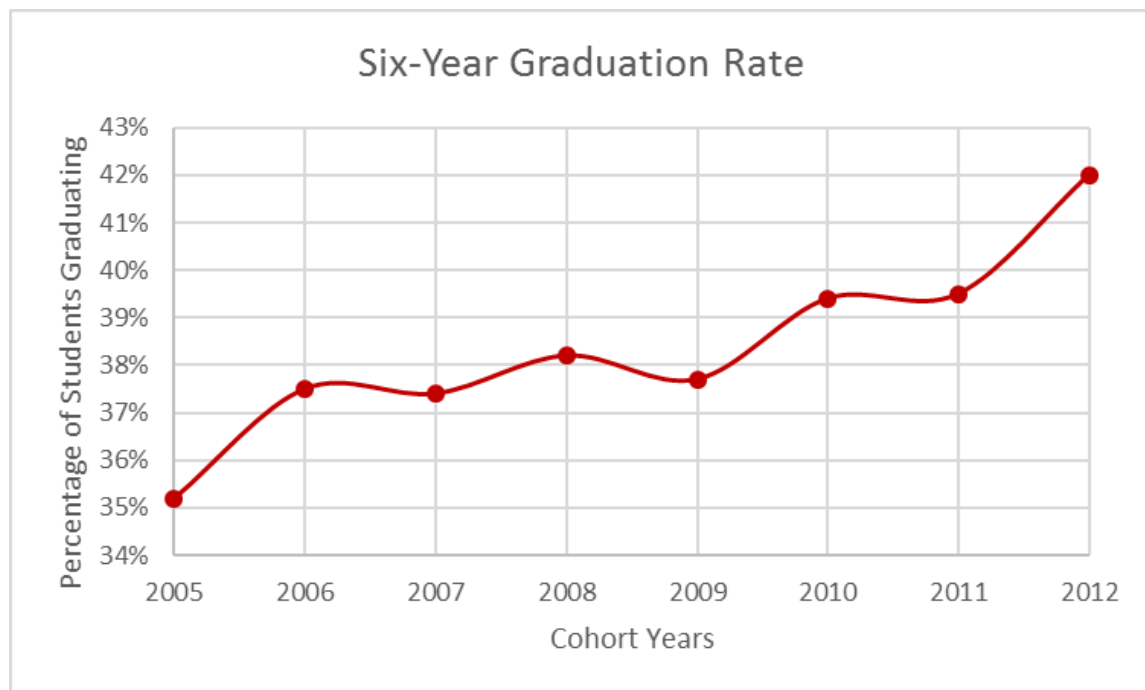
The above description represents an enormous amount of work, and it is just a sampling of activity. All these activities are necessary, but not sufficient for moving the needle on student progression, retention and graduation. The University has a firm foundation on which to build and is committed to contributing to the economic development of the community by providing as many students as possible with opportunities to live, grow, work and contribute as APSU alumni.

APSU is particularly proud of the nine percent increase in degree attainment over the past five years. The University's efforts in casting a broad enrollment net and supporting students through graduation are successfully creating more APSU alumni.



APSU's success in degree attainment is particularly impressive since APSU is Tennessee's leader in enrolling low-economic, Pell-receiving students. These students have many challenges to their success with funding being only one of many.





The initiatives and systems described are intended to remove barriers and support as many students as possible. But student success happens one student at a time. It is a high-touch human activity. The initiatives and systems are needed, but it is APSU faculty, staff and student peer leaders engaging with students that make the difference.

Appendix 1

Student Demographics

**APSU Enrollment Profile Trends
Fall 2009-2018**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Average 5 Year
Head Count	10,188	10,723	10,873	10,597	10,399	10,111	10,099	10,344	10,463	10,954	10,394
Full-time Equivalent	8,003	8,483	8,507	8,292	8,156	7,992	7,910	8,108	8,225	8,432	8,133
Undergraduate Head Count	9,296	9,835	10,020	9,735	9,550	9,246	9,184	9,513	9,591	9,871	9,481
Graduate Head Count	892	888	853	862	849	865	915	831	872	1,083	913
Full-time Head Count*	7,264	7,619	7,464	7,296	7,150	7,097	7,006	7,204	7,340	7,325	7,194
<i>Undergraduate Full-Time</i>	6,975	7,317	7,164	6,994	6,866	6,798	6,751	6,956	7,065	6,993	6,913
<i>Graduate Full-Time</i>	289	302	300	302	284	299	255	248	275	332	282
Part-time Head Count*	2,924	3,104	3,409	3,301	3,249	3,014	3,093	3,140	3,123	3,629	3,200
<i>Undergraduate Part-Time</i>	2,321	2,518	2,856	2,741	2,684	2,448	2,433	2,557	2,526	2,878	2,568
<i>Graduate Part-Time</i>	603	586	553	560	565	566	660	583	597	751	631
Female	6,319	6,649	6,700	6,467	6,326	6,110	6,043	6,102	6,208	6,519	6,196
Male	3,869	4,074	4,173	4,130	4,073	4,001	4,056	4,242	4,255	4,435	4,198
Non-Resident Alien	49	57	51	45	47	43	44	46	60	106	60
Hispanic (any race)	652	599	587	550	557	575	610	645	717	796	669
Non-Hispanic	61	61	64	53	40	40	37	34	33	31	35
<i>American Indian or Alaska Native</i>	168	173	172	176	151	157	164	156	166	160	161
<i>Asian</i>	1,831	1,997	2,021	1,977	1,894	1,902	1,926	2,103	2,182	2,312	2,085
<i>Black or African American</i>	51	51	40	31	24	19	22	27	24	28	24
<i>Native Hawaiian or other Pacific Islander</i>	6,793	7,075	7,215	7,069	6,964	6,637	6,473	6,467	6,416	6,570	6,513
<i>White</i>	462	464	427	449	471	514	559	597	604	686	592
<i>Two or more races</i>	121	246	296	247	251	224	264	269	261	265	257
Race / Ethnicity Unknown											

Note:

* Full-time and part-time enrollment is calculated using the following IPEDS definitions. Full-time enrollment is based on 12 or more credit hours per semester for undergraduates and 9 or more credit hours per semester for graduates. Part-time enrollment is based on less than 12 credit hours per semester for undergraduates and less than 9 credit hours per semester for graduates. APSU defines a full-time graduate student as being enrolled in 6 or more credit hours per semester.

APSU Enrollment Profile Trends
Fall 2009-2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Average 5 Year
Traditional Undergraduate†	5,624	5,921	6,206	6,174	6,207	6,127	6,202	6,668	7,028	7,435	6,692
Adult Learner Undergraduate†	3,672	3,914	3,814	3,561	3,343	3,119	2,982	2,845	2,563	2,436	2,789
First-Time Freshmen	1,647	1,718	1,551	1,522	1,582	1,494	1,554	1,963	1,983	2,009	1,801
<i>Under 21 First-Time Freshmen</i>	1,314	1,430	1,369	1,368	1,419	1,353	1,401	1,817	1,861	1,859	1,658
<i>21 and Over First-Time Freshmen</i>	333	288	182	154	163	141	153	146	122	150	142
Other Freshmen	1,557	1,639	1,584	1,291	1,119	1,104	958	935	1,053	991	1,008
Sophomore	1,791	1,922	2,090	1,997	1,854	1,762	1,847	1,648	1,748	1,782	1,757
Junior	1,667	1,788	1,876	1,909	1,870	1,883	1,794	1,896	1,681	1,804	1,812
Senior	2,437	2,586	2,735	2,756	2,846	2,760	2,762	2,674	2,625	2,478	2,660
Undergraduate Special	197	182	184	260	279	243	269	397	501	807	443
Graduate Special	6	18	12	16	11	17	22	15	23	25	20
Master's	861	841	819	814	803	817	854	786	832	1047	867
Education Specialist	25	29	22	32	35	31	39	30	17	11	26
Undergraduate Head Count by Type	1,647	1,718	1,551	1,522	1,582	1,494	1,554	1,963	1,983	2,009	1,801
<i>First-Time College Student</i>	986	895	964	878	900	823	878	918	916	892	885
<i>Transfer Student</i>	65	56	41	69	45	42	47	51	48	67	51
<i>Special Student - Non-Degree Seeking</i>	5,695	6,284	6,585	6,342	6,137	6,222	6,110	5,897	5,865	5,805	5,980
<i>Continuing Student</i>	762	753	737	733	654	465	373	352	328	358	375
<i>Readmitted Student</i>	141	129	142	191	232	200	222	332	451	740	389
Graduate Head Count by Type	313	256	253	267	249	261	294	268	326	442	318
<i>First-Time Graduate Student</i>	526	577	550	538	542	566	564	529	509	622	558
<i>Continuing Student</i>	53	55	50	57	58	38	57	34	37	19	37

Note:

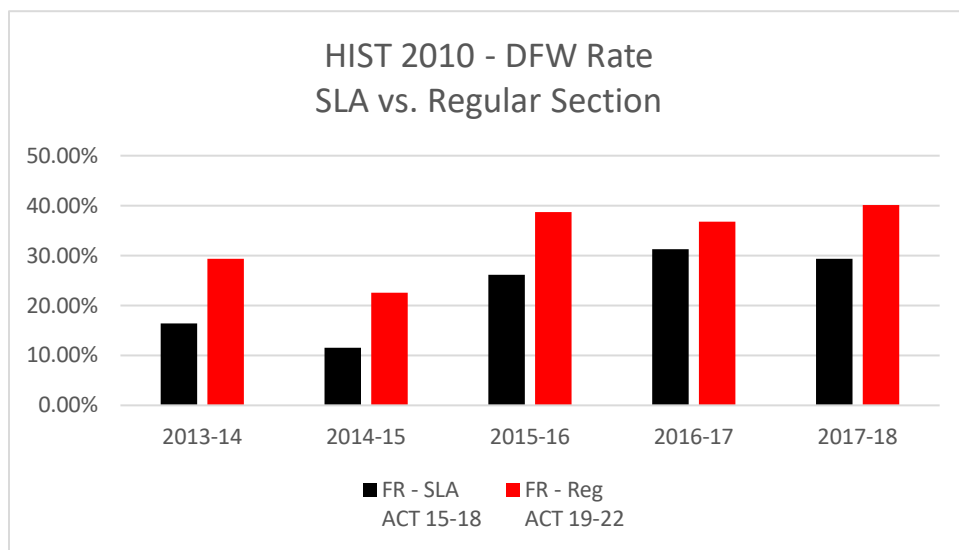
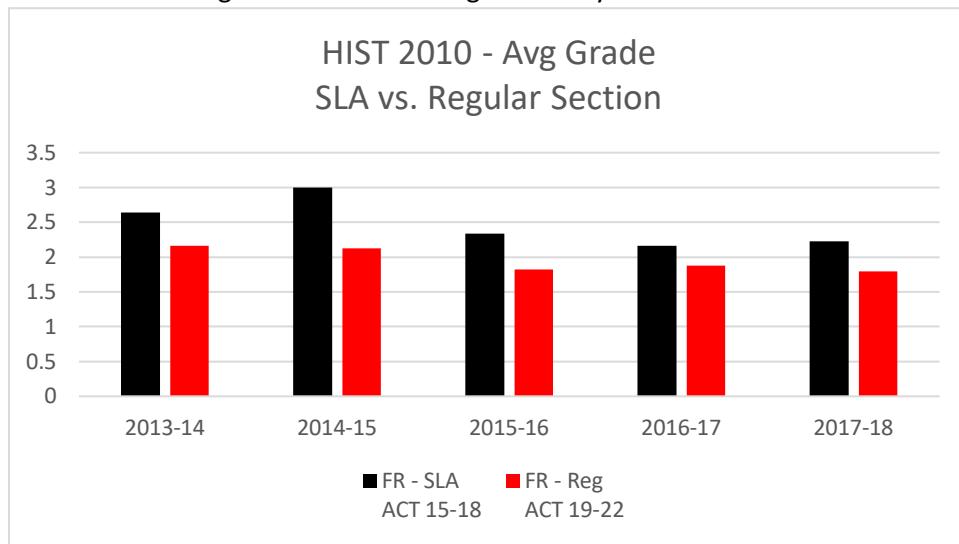
† Traditional undergraduates are students who are younger than 25 years old. Adult Learner undergraduates are students 25 years and older.

**Austin Peay State University
Academic Support Center**

Impact of Co-requisite Learning on Student Outcomes

Background: Prior to Fall 2007, Austin Peay State University (APSU) addressed academic deficiencies by requiring students to complete Developmental Studies Program (DSP) courses. APSU implemented the co-requisite model of addressing academic deficiencies for students entering the University with either a mathematics or writing deficiency in Fall 2007. Based on the success of the program, APSU implemented co-requisite learning for students entering the University with a reading deficiency in 2011.

Example, for students entering APSU with a reading deficiency.



Information Item: B

Date: March 14, 2019

Subject: Job Placement Report

Action Recommended: Information Only

Background Information:

Austin Peay State University Career Services is responsible for administering the National Association of Colleges and Employers (NACE) First Destination Survey, which asks graduating seniors about their primary activity following graduation. Institutions use the survey's results to assess employment and career outcomes. Data is reported to NACE and the U.S. Department of Education and linked via APSU's Financial Aid website in accordance with the Student's Right to Know Information. This complies with Gainful Employment Regulations.

Item Details:

The attached infographic represents May 2018 graduates, where there were 873 undergraduate degrees conferred. In the spring 2018 cohort, 61.6 percent (538) participated in the NACE First Destination survey. The survey is not a requirement of the University, therefore, students are under no obligation to complete the survey nor provide information. Information reported is based on a response rate, which means APSU will only assess the self-reported information students submit via the survey.

In summary, of the 538 graduates who participated, 71 percent were either employed, serving in the military, pursuing further education or simply not seeking employment. Twenty-nine percent were still seeking opportunities at graduation. The average student salary was \$40,261. Forty-four percent of those graduates indicated they completed at least one internship prior to graduation. Career Services is currently analyzing data from all 2018 graduation cycles (May 2018, August 2018 and December 2018) and will release an overall report late spring 2019.

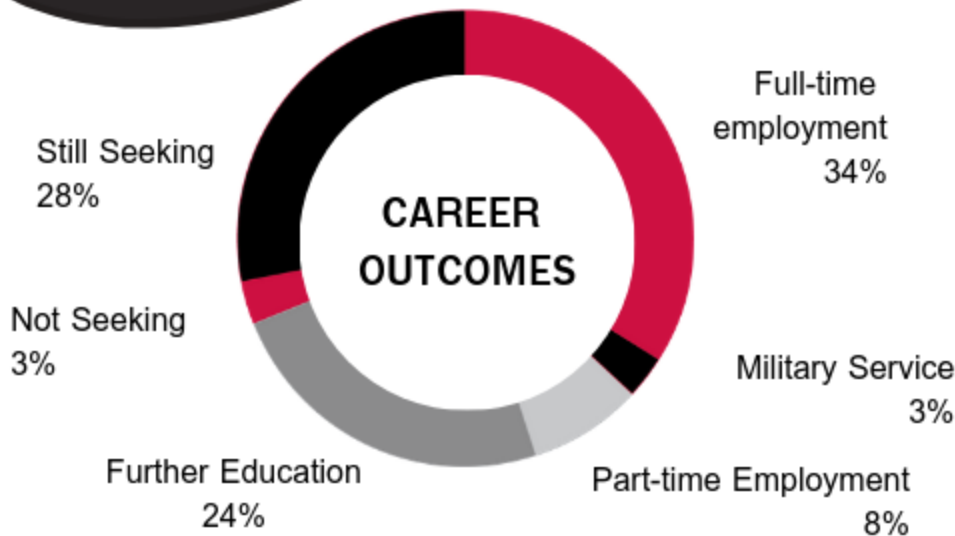


Career Services

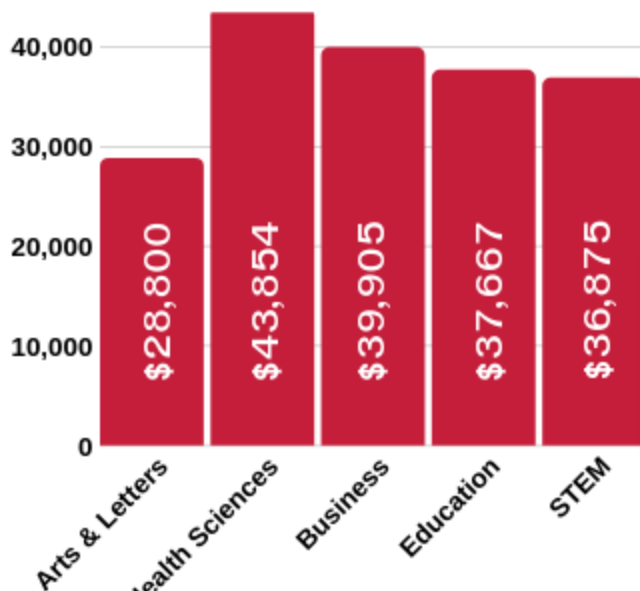
FIRST DESTINATION SURVEY - MAY 2018

72%

of Gvs are employed, serving in the military, pursuing further education or not seeking



Average Salary by College



\$40,261

Average reported starting salary for all May 2018 graduates

Data is from initial APSU First Destination Survey of May 2018 bachelor's degree graduates and 6-month follow-up (61.6% overall response rate).

Top Employers

- Austin Peay State University
- Autism Education and Therapy Center
- Bell Clinic, PLLC
- Centennial Medical Center
- Cheekwood Garden
- Best Buy
- Clarksville Montgomery County Community Action Center
- Clarksville-Montgomery Co. School System
- First Baptist Church Clarksville
- HCA Healthcare
- Kohl's
- Kroger
- Maury Regional Medical Center
- Montgomery Co. Sheriff's Office
- Clarksville Police Dept.
- Montgomery County Human Resources
- Nashville Design Studio
- Oklahoma State University
- Parallon Business Performance Group
- Progressive Directions, Inc.
- Sexual Assault Center
- Spectrum Brands
- St. Thomas Health
- Stone, Rudolph & Henry
- Sunrise Community
- Target Corp.
- Tennessee Suicide Prevention Network
- Tennova Healthcare
- Army and Air Force Exchange Service
- The Youth Academy
- UPS
- Urban Ministries SafeHouse
- US Bank
- Vanderbilt Medical Center
- Wal-Mart
- Zone 3

44%

of Gvs completed at least ONE internship prior to graduation

AP Austin Peay
State University
Career Services

First Destination Survey Report

May 2018 Graduates
Submitted by
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Table of Contents



Executive Summary	2
Methodology	5
College of Behavioral and Health Science	8
College of Business.....	12
College of Education	14
College of STEM.....	15
The Survey	17

Executive Summary

The APSU First Destination Survey asks graduating seniors about their primary activity following graduation. Institutions can use the survey's results to assess employment- and career-related outcomes for college graduates up to one year after graduation and to report to the National Association of Colleges and Employers ([NACE](#)). The survey includes questions about the student's most recent experience and asks questions about their employment plans at the time of graduation. At six months after graduation, a follow up survey was sent to graduates that indicated they were still seeking employment after the first survey. Degrees confirmed for Associate and Master levels were not included in our report, only undergraduates receiving a bachelor's degree were calculated.

A total of 873 undergraduate degrees were awarded; total of 538 graduates responded to the survey resulting in an overall response rate of 61.6%. The College of Behavioral and Health Sciences produced the largest response rate of 62.87%. To achieve a higher response rate, we collaborated with the Office of Information Technology and the Office of Registrar to automatically populate the survey in graduating seniors *AP OneStop* account and sent out a Qualtrics survey.

Over 72% of the graduating class were employed, continuing their education, continuing military or on volunteer work assignments. While a third of the class were still seeking employment upon graduation.

For students who indicated they were "still seeking" employment, follow-up contact was attempted to update the employment status to get a more complete summary of first destination outcomes. As defined by NACE, graduates who have not landed in any of the preceding categories and are known by the institution to be still pursuing a landing are identified as "still seeking an outcome."

The updated data indicated **72% of graduates are engaged** in employment opportunities, such as full-time or part-time work, continuing education, serving in the military, in full-time volunteer programs, or not seeking employment within six months of graduation that initially reported still seeking at the time of graduation. With **28% of graduates still seeking** six months after graduation.

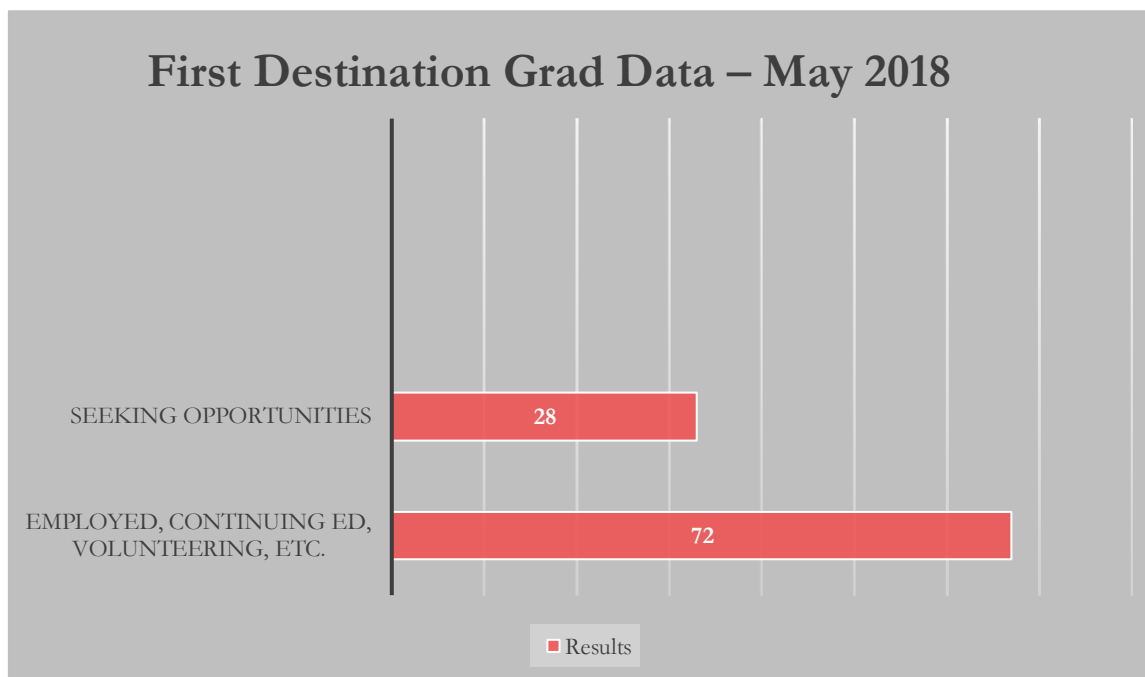
- 34% Gained full-time employment (on average of at least 30 hours or more per week)
- 8% Part-time employment (on average less than 30 hours per week)
- 3% Serving in the military
- 24% Enrolled in a program of continuing education or planning to continue education
- 3% Not seeking employment nor continuing education at this time

• 72%	Total (Employed, Continuing Ed, Volunteering, or Not Seeking)
• 28%	Total graduates still seeking employment

It is important to note that the outcomes reported in this document are based on self-reported data. The data reflect outcomes within six months of graduation for students graduating with a bachelor's degree; therefore, the outcomes do not project the long-term career prospects of these graduates.

Respectfully Submitted,

Tonika L. East, Ed.S., CDF
Assistant Director of Career Services



Of the graduates who accepted positions in the State of Tennessee, the majority of those accepted positions were in the Middle Tennessee area. Tennessee’s statewide unemployment rate is the lowest among its neighboring states in the southeast and it is the 8th lowest in the entire nation, as reported by the Tennessee Department of Labor and Workforce Development Workforce Insights & Reporting Engine Division (tn.gov/workforce, 2018). The average reported starting salary for an Austin Peay State University May 2018 graduate was \$40,261. As career professionals, we know and understand the value of completing an internship prior to graduation. Nearly half (44.4%) of May 2018 graduates report completing at least one internship.

Data is collected in compliance with the US Department of Education and federal law supporting *Consumer Information Act for Student Right-to-Know*. The *Student Right-to-Know Act* requires schools to disclose: completion or graduation rates and, if applicable, transfer out rates for a specific cohort of the general student body. This cohort is of certificate- or degree-seeking, full-time, first-time undergraduate students. ¹

Note: The complete survey questionnaire is included later in this document for reference.

Methodology

The questionnaire reflects the questions currently being asked by (NACE) the National Association of Colleges and Employers, which results are documented and published. Additional modifications may be made as deemed necessary by NACE.

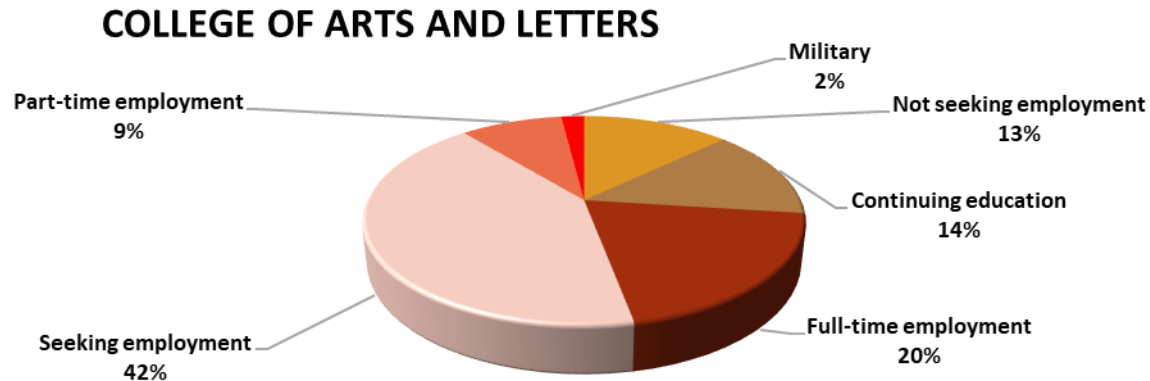
The survey administrator reviewed returned surveys for missing information and responses that would cause scanning errors. After analyzing the responses; they were imported into Microsoft® Excel and errors were checked against the individual forms. Data analysis was completed using Microsoft® Excel and placed into a Microsoft® Word format for reporting purposes. The reports are then uploaded on the Office of Career Services website and can be viewed at www.apsu.edu/careers/about/career-outcomes.php. NACE's First-Destination Survey captures information on how new college graduates fare in their careers within six months of graduation. The annual initiative provides clear, concise, and consistent data on the outcomes associated with a college education on a national scale. Degrees are confirmed by the Office of the Registrar at Austin Peay State University.

Students that indicated they were still seeking employment received an email providing them with resources and an offer to meet with a Career Advisor in the Office of Career Services to discuss their job search assistance. In addition, a follow- up call and/or email will be made 6 months after graduation to collect any data in their employment status. Data will then be reanalyzed with updated information and finalized in the follow-up report.

On behalf of the Office of Career Services at Austin Peay State University, we appreciate and value your input. In addition to providing outcomes for individual classes, *The First Destination Survey* is designed to provide trend data over time to inform the discussion about the value of higher education.

¹ United States Department of Education. (2003). Student Right-to-Know Disclosures. Retrieved from <https://ifap.ed.gov/sfahandbooks/attachments/0304Vol2Ch7ConsumerInformation.pdf>

College of Arts and Letters



The College of Arts and Letters had a response rate of 58.6%, for the individual college, out of 150 awarded degrees, 88 graduates responded to the survey. Of the self-reported data, 52.2% of the graduates stated they completed an internship. The noted internship sites were:

- Alpha Omicron Pi
- Asset Campus Housing
- Austin Peay State University Football Operations
- Austin Peay State University Public Relations & Marketing
- Austin Peay State University Quality Enhancement Plan
- CECA, The Center of Excellence for the Creative Arts
- Cheekwood Botanical Gardens & Museum of Art
- Clarksville Parks and Recreation
- Clarksville-Montgomery County School System
- Congressional Campaign of Mark Green
- Don F. Pratt Memorial Museum
- Five Star Media Group
- Fortera Credit Union
- Framemaker
- Gannett Design Studio - Nashville
- Grace Community Church
- Heckethorn Manufacturing
- Nashville Predators
- Nashville Sounds Baseball Club
- Public Defender's Office
- Stewart County High/Middle School
- Study Abroad and International Exchange
- U.S. House Committee on Small Business

- U.S. Navy
- United Methodist Communications; Dance Network TV
- Zone 3

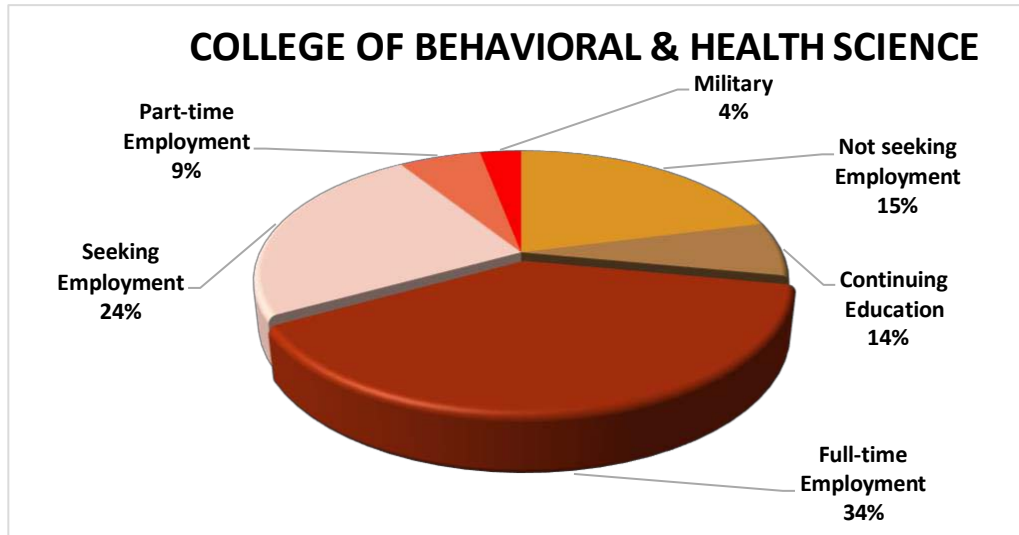
There were five employed graduates that indicated a salary for an average of \$28,800. Twenty-one percent of graduates reported full-time employment with the following companies:

- Austin Peay State University PR and Marketing Team
- Austin Peay State University
- Cheekwood Garden
- First Baptist Church Clarksville
- Kohl's
- Nashville Design Studio - Nashville
- Planet Fitness
- tnsports360.com.
- United Parcel Service (UPS)
- Zone 3

The College of Arts and Letter had 14% of graduates report they will attend the following graduate schools for future educational endeavors:

- Austin Peay State University
- Indiana University Jacobs School of Music
- Middle Tennessee State University
- The George Washington University
- University of Akron
- University of Kansas
- University of St. Thomas

College of Behavioral and Health Science



The College of Behavioral and Health Sciences had an individual college response rate of 62.8%, out of 393 awarded degrees, 247 students responded. Of the self-reported data, 47% of the graduates stated they completed an internship. The noted internship sites were:

- 3rd Brigade Physical Therapy
- Advanced Therapy Solutions
- All Smiles Family Dentistry
- Austin Peay State University Campus Police Department
- Austin Peay State University Sports Performance
- Austin Peay State University Veteran Affairs Office
- Austin Peay State University Disability Services Office
- Austin Peay State University (Various Departments)
- Avalon Hospice
- Boys and Girls Club of Clarksville
- CBS News Channel 5
- Centerstone
- City of Clarksville
- Clarksville Academy
- Clarksville Nursing and Rehab Center
- Clarksville Ophthalmology
- Clarksville Police Department

- Crisis 211 Center
- Department of Children Services
- Dogwood Bend Assisted Living by Americare
- Erlanger Health Systems
- Gateway to Independence
- Grit Fitness and Wellness
- Hardin County DCBS Protection and Permanency
- High Pointe Physical Therapy
- Hope Pregnancy Center
- Leoma Elementary School
- Manna Cafe Ministries
- Matthew Walker Comprehensive Health Care Center
- Montgomery County Health Department
- Montgomery County Juvenile Court
- Nashville Vascular and Vein Institute
- NorthCrest Medical Center
- Oak Plains Academy
- Palmyra Volunteer Fire Department
- Pennyroyal Veterans Center
- Prime Fitness Clarksville
- Progressive Insurance
- Red Cross
- Select Physical Therapy
- Senior Helpers
- Sexual Assault Center
- Signature Healthcare of Clarksville
- Sonic Drive-In
- St. Thomas West Hospital
- Sumner Regional Medical Center
- Tennessee General Assembly
- Tennessee Performing Arts Center (TPAC)

- Tennessee State Veterans Home
- Tennova Healthcare - Clarksville
- The Kennedy Law Firm, PLLC
- Urban Ministries
- Vanderbilt Children's Hospital
- Vanderbilt University Medical Center
- Veterans Treatment Court
- YMCA
- YMCA of Dayton

There were 36 employed graduates that indicated a salary, for an average of \$43,854. Thirty-four percent of graduates reported full-time employment with the following companies:

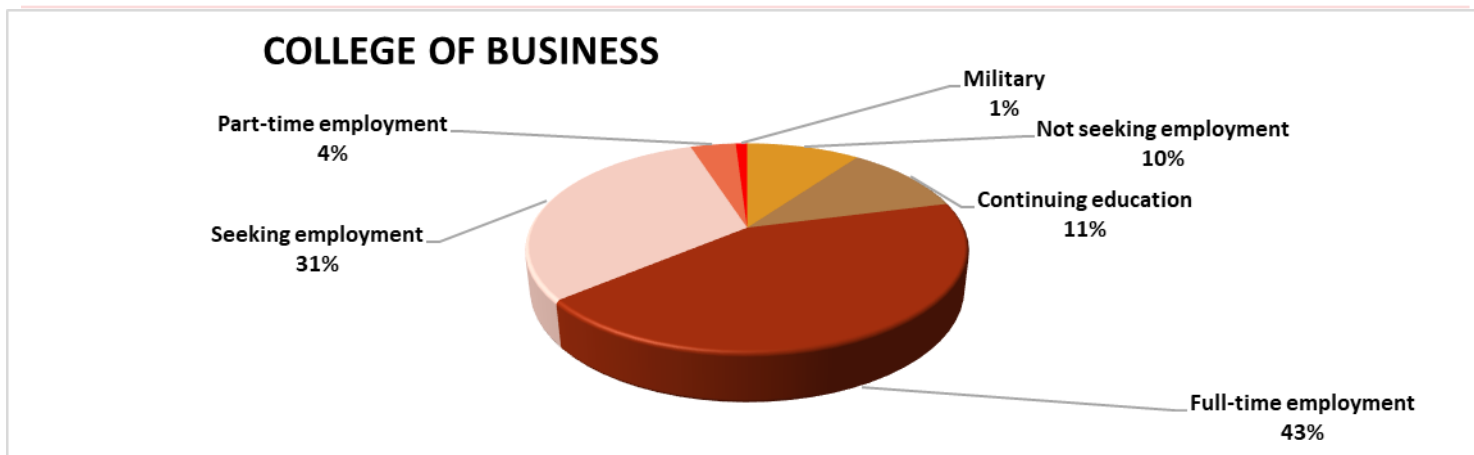
- Autism Education and Therapy Center
- Bell Clinic, PLLC
- CASA of Robertson County
- Clarksville Montgomery County School System
- Clarksville Police Department
- Healthy Clarksville Mayoral Fitness Council
- Jackson Madison County General Hospital
- Lewis Health Center Hohenwald Tennessee
- Maury Regional Medical Center
- Montgomery County Human Resources
- Montgomery County Sherriff's Office and CPD
- Monroe Carroll Jr. Children Hospital at Vanderbilt
- Nursing School Clinical Sites
- Oklahoma State University
- Palmyra Healthcare
- Progressive Directions, Inc.
- Rafferty's
- Rossvie High School
- Sears
- Sexual Assault Center
- Spectrum Brands
- St. Thomas Health
- Sunrise Community
- Target Corp

- Tennessee Suicide Prevention Network
- Tennova Healthcare
- The Army and Air Force Exchange Service
- United Chiropractic, Dr. Metcalf
- Urban Ministries Safe House
- US Bank
- Vanderbilt Medical Center
- Victoria's Secret
- Wal-Mart

The College of Behavioral and Health Sciences had 14% of graduates report they will attend the following graduate schools for future educational endeavors:

- Austin Peay State University
- Belmont University College of Law
- Martin Methodist
- Middle Tennessee State University
- New Mexico State University
- Southern New Hampshire University
- Union University
- University of Central Florida
- University of Idaho School of Law
- University of Kentucky
- University of Tennessee at Chattanooga
- University of Tennessee at Knoxville
- University of Tennessee Health Science Center

College of Business



The College of Business had a response rate of 62% for the individual college, out of 108 degrees awarded, 67 graduates responded. Of the self-reported data, 36% of the graduates stated they completed an internship. The noted internship sites were:

- Adolfo's Son and Peterson Construction
- Appleton Harley-Davidson
- Austin Peay State University
- Austin Peay State University- Athletics
- Austin Peay State University Recreation Department
- Chamber of Commerce
- City of Clarksville Parks and Recreation Special Events
- Clarksville Transit System
- Fortera
- HCA
- Keystone Realty and Management
- Page Accounting & Tax Services
- Parks and Recreation
- Robert Johnson, Attorney at Law
- Sherrod CPA
- StateFarm
- Stone, Rudolph and Henry, PLC
- Vanderbilt University

There were 21 employed graduates that indicated a salary, for an average of \$39,905. Forty-three percent of graduates reported full-time employment with the following companies:

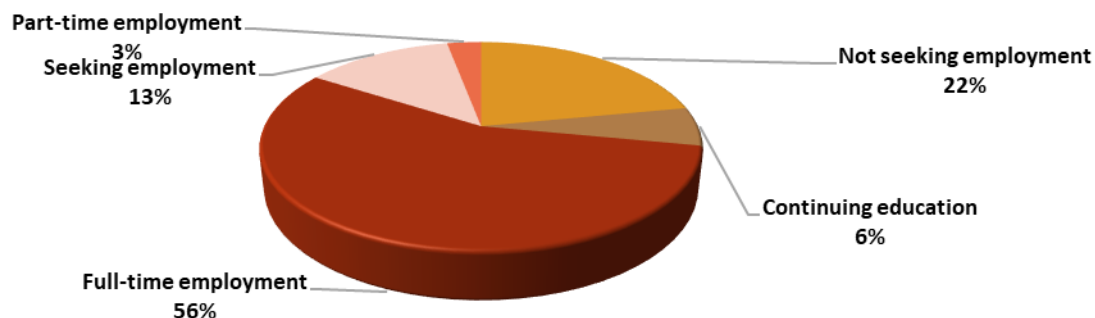
- Clarksville Montgomery County Community Action Center
- Stone, Rudolph & Henry
- The Youth Academy

The College of Business had 11% of graduates report they will attend the following graduate school for future educational endeavors:

- Auburn University
- Austin Peay State University
- Belmont University
- Cameron University
- University of South Carolina
- University of Southern California

College of Education

COLLEGE OF EDUCATION



The College of Education had a response rate of 60.3% for the individual college, of the 53 degrees awarded, 32 graduates responded. Of the self-reported data, 41% of the graduates stated they completed an internship. The noted internship sites were:

- Clarksville Montgomery County School System
- Indian Lake Elementary (Hendersonville, TN)

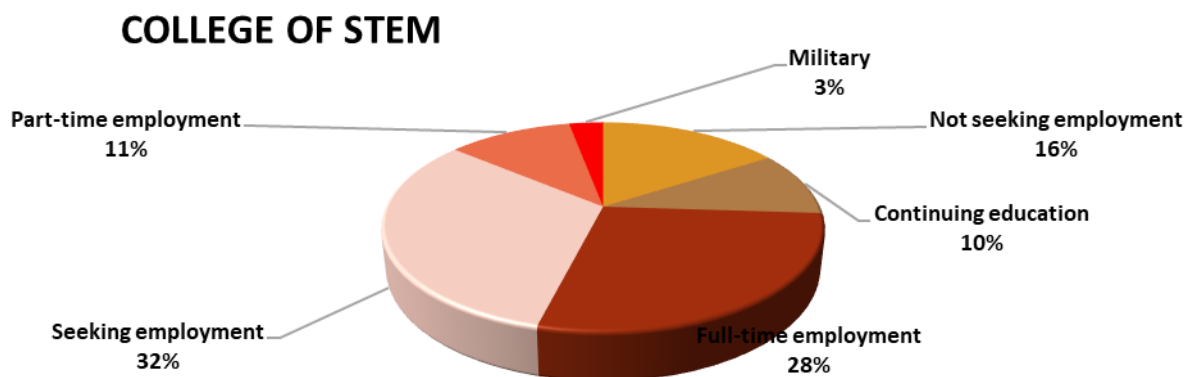
There were nine employed graduates that indicated a salary, for an average of \$37,667. Thirty-one percent of graduates reported full-time employment with the following companies:

- Clarksville Montgomery County School System
- Primrose Daycare (Colorado)

The College of Education had 6% of graduates report they will attend the following graduate school for future educational endeavors:

- Austin Peay State University

College of STEM



The College of STEM had a response rate of 61.5% for the individual college, with 169 awarded degrees and 104 graduates responded. Of the self-reported data, 37.5% of the graduates stated they completed an internship. The noted internship sites included:

- Annual Joint Conference on Juvenile Justice
- Austin Peay State University
- Austin Peay State University- Office of Career Services
- Centennial Medical Center
- Cheatham County School System
- Clarksville Behavioral Health
- Fermi National Accelerator Laboratory
- Forefront Solutions
- Hashtag iFix iT, LLC
- Hospital Corporation of America (HCA)
- Illinois Institute of Technology
- Jennie Stuart Medical Center
- Kroger
- Lawn Doctor
- Maury Regional Medical Center
- Montgomery County Democratic Party
- Montgomery County IT Department
- Nashville Animal Advocacy
- Nashville VA

- Nyrstar
- Pelham Valley Equestrian
- Premier Medical Group
- St. Thomas West Hospital
- Stone, Rudolph & Henry
- Tennessee Bureau of Investigation
- Tennessee State Laboratory
- Tennova Healthcare Clarksville
- Tristar Skyline Medical Center
- Various clinics and hospitals
- Walt Disney World Resort

There were 16 employed graduates that indicated a salary, for an average of \$36,875. Twenty-eight percent of graduates reported full-time employment with the following companies:

- Best Buy
- Centennial Medical Center
- Hashtag iFix iT
- HCA
- Kroger
- Parallon Business Performance Group

The College of STEM had 10% of graduates report they will attend the following graduate schools for future educational endeavors:

- Austin Peay State University
- Georgia State University
- Lipscomb University
- Union University
- University of Alabama at Birmingham School of Optometry
- University of Tennessee Health Science Center
- UTHSC
- Vanderbilt University

The Survey

Congratulations on your pending graduation!

Due to reporting requirements by the Department of Education it is required that we report gainful employment outcomes of our graduates. We appreciate your time and request that you complete the short survey prior to your graduation from Austin Peay State University. All information provided to the University will remain confidential.

If you have questions, please feel free to contact us at 931-221-6544

Your Name—First, Middle, Last _____

Academic College _____

Degree Level _____

Graduation Date _____

A number _____

APSU email _____

Phone number _____

Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories:

- Employed full time (on average 30 hours or more per week)
- Employed part time (on average less than 30 hours per week)
- Participating in a volunteer or service program (e.g., Peace Corps)
- Serving in the U.S. military
- Enrolled in a program of continuing education
- Seeking employment
- Planning to continue education but not yet enrolled
- Not seeking employment or continuing education at this time

If your PRIMARY status is employed full time OR employed part-time, please select the category which BEST describes your employment:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in other work category

If employed, please provide the following information concerning your employment:

Employing organization _____

Position/location—city, state, and country _____

Job title _____

If employed full time, annual base salary amount in U.S. dollars: \$ _____

Guaranteed first-year bonus amount in U.S. dollars, if you are receiving one: \$ _____

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

Organization _____

Assignment location—city, state, and country _____

Role/Title _____

If your PRIMARY status is serving with the U.S. military, please provide the following information about your assignment:

Service Branch _____

Rank _____

If your PRIMARY status is enrolled in a program of continuing education, please provide the following information concerning your education:

Name of institution _____

Location of the institution—city, state, and country _____

Program of study _____

Degree you are pursuing _____

Did you complete an internship, co-op, practicum, field study, or clinical, etc. prior to graduation?

- Yes
- No

If you completed an internship or co-op, practicum, field study, or clinical, etc. experience such as those listed above, please provide the following information concerning your employment:

Employing organization _____

Position location—city, state, and country _____

Intern title _____

If paid, what was the hourly salary amount in U.S. dollars; \$ _____